



COURSE OUTLINE

Department & Faculty: Language Academy	Page: 1 of 6																				
Course Code: UHB 1412 (English for Academic Communication) Total Contact Hours: 30 hours	Semester: 3 Academic Session: 2010/2011																				
<p> Lecturer : Teaching staff of the Language Academy, UTM. Coordinator : Pn. Hema Rosheny bt Mustafa Telephone No. : 07-5535130 E-mail : hemarosheny@utm.my </p> <p> Synopsis : This course prepares students for the skills needed to perform academic tasks such as extracting information from texts taken from different sources, producing academic assignments, listening to lectures, presenting ideas orally and exchanging views. It emphasises on various skills such as reading academic texts, identifying main ideas, making and expanding notes into coherent writing. At the end of the course, students should be able to apply the skills in an academic setting when communicating in both oral and written discourse. </p> <p> LEARNING OUTCOMES By the end of the course, students should be able to: </p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 5%;">No.</th> <th style="width: 45%;">Course Learning Outcome</th> <th style="width: 15%;">Programme Learning Outcome(s) Addressed</th> <th style="width: 15%;">Taxonomies (C,P,A)</th> <th style="width: 20%;">Assessment Methods</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">1.</td> <td>extract the important points identified in texts collected from oral and written texts and present them in note form</td> <td style="text-align: center;">Knowledge CS1</td> <td style="text-align: center;">C3 P3</td> <td>Note-making (PR), Listening Test, FE</td> </tr> <tr> <td style="text-align: center;">2.</td> <td>present ideas in an impromptu speech</td> <td style="text-align: center;">CS1, CS2</td> <td style="text-align: center;">P3</td> <td>Impromptu speech</td> </tr> <tr> <td style="text-align: center;">3.</td> <td>write a clear, organised and coherent essay</td> <td style="text-align: center;">CS1</td> <td style="text-align: center;">P3</td> <td>Paragraph &, Essay writing (PR), FE</td> </tr> </tbody> </table>		No.	Course Learning Outcome	Programme Learning Outcome(s) Addressed	Taxonomies (C,P,A)	Assessment Methods	1.	extract the important points identified in texts collected from oral and written texts and present them in note form	Knowledge CS1	C3 P3	Note-making (PR), Listening Test, FE	2.	present ideas in an impromptu speech	CS1, CS2	P3	Impromptu speech	3.	write a clear, organised and coherent essay	CS1	P3	Paragraph &, Essay writing (PR), FE
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Prepared by: Course Coordinator Name: Pn. Hema Rosheny bt Mustafa Signature: Date: 28 April 2011	Certified by: (SPACE Coordinator) Name: Pn Wan Zarina Wan Zakaria Signature:  Date: 28 April 2011 <div style="text-align: center; margin-top: 10px;">  </div>																				

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STUDENT LEARNING TIME

Teaching and Learning Activities	Student Learning Time (hours)	
1. Face to Face Learning		
a. Lecturer-Centered Learning <ul style="list-style-type: none"> i. Lecture <ul style="list-style-type: none"> • Language used in spontaneous presentation • Reading and Note Making Skills • Elements of Effective Writing 	11	
b. Student-Centered Learning (SCL) <ul style="list-style-type: none"> i. Practical/Tutorial ii. Student-centered learning activities <ul style="list-style-type: none"> • Library visit • Impromptu speech practice • Reading skills practice • Note making practice • Paragraph & essay writing exercises 	36	
2. Self-Directed Learning		
a. Non-face-to-face learning or student-centered learning (SCL) such as manual, assignment, module, e-Learning, etc.	5	
b. Revision	11	
c. Assessment Preparations (1.5 hour X 2)	3	
3. Formal Assessment		
a. Ongoing Assessment <ul style="list-style-type: none"> • Impromptu Speech Assessment (7 mins X 35 students) • Class Listening Activities (30 mins X 7 groups of 5) • Writing Assessment 	5 3.5 3.5	
b. Final Exam	2	
Total (SLT)	80/40 = 2	

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TEACHING METHODOLOGY

Lecture and Discussion, Practice Exercises, and Independent Study.

WEEKLY SCHEDULE

- Day 1 (6 hours) :** **Introduction to the Course**
- Briefing on course content, mode of implementation and assessment (*refer to page 6*)
 - Input on Impromptu Speech (*Teacher prepared*)

Chapter 1

Listening for main ideas and details

- Using the introduction to predict content
- Identifying key words

Reading

- Predicting content
- Understanding main ideas
- Using context clues

Writing

- Writing topic sentences
- Using transitions
- Avoiding overgeneralizations

Grammar

- The future tense with *be going to*
- The future with *will*
- The future continuous tense

Chapter 3

Listening for main ideas and details

- Outlining the lecture
- Taking notes on causes and effects
- Taking notes on statistics

Reading

- Predicting content
- Understanding details

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<p style="margin-left: 40px;">Writing</p> <ul style="list-style-type: none"> - Writing concluding sentences - Developing cohesion and style <p style="margin-left: 40px;">* <i>Impromptu Speech Practice</i></p> <p>Day 2 (6 hours) : <u>Chapter 5</u></p> <p style="margin-left: 40px;">Listening for main ideas and details</p> <ul style="list-style-type: none"> - Taking notes on similarities and differences <p style="margin-left: 40px;">Input on Note-making (<i>Teacher prepared</i>)</p> <ul style="list-style-type: none"> - Steps in note-making - Forms of notes - Paraphrasing - Use of keywords and phrases <p style="margin-left: 40px;">Grammar</p> <ul style="list-style-type: none"> - Clauses of time and condition: present or unspecified time - Clauses of time and condition: future time <p style="margin-left: 40px;">Reading</p> <ul style="list-style-type: none"> - Understanding outlines <p style="margin-left: 40px;">Writing</p> <ul style="list-style-type: none"> - Understanding suffixes and prefixes - Using clauses - relative clauses, time clauses and condition clauses - Punctuation of clauses <p style="margin-left: 40px;"><u>Chapter 6</u></p> <p style="margin-left: 40px;">Listening for main ideas and details</p> <ul style="list-style-type: none"> - Recognizing paraphrases - Predicting note organization <p style="margin-left: 40px;">Grammar</p> <ul style="list-style-type: none"> - Participles used as adjective - Comparative forms of adjectives and adverbs - Comparison of nouns <p style="margin-left: 40px;">Reading</p> <ul style="list-style-type: none"> - Making outlines - Making inferences 		

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<div style="text-align: center;"> <p>Writing</p> <ul style="list-style-type: none"> - Expressing similarities and differences - Using comparative forms of adjectives and adverbs - In-text citations <p><i>*Listening Practice</i></p> </div> <div> <p>Day 3 (6 hours) : <u>Chapter 8</u></p> <p>Note-making : Listening for main ideas and details</p> <p>Assessment : <ul style="list-style-type: none">- Recognizing digressions from the topic- Predicting lecture organization</p> <p>Listening : Grammar</p> <p>Assessment : <ul style="list-style-type: none">- Adjective clauses: <i>who(m), which, that, whose, when, and where</i>- Restrictive versus non-restrictive clauses</p> <p>Reading : <ul style="list-style-type: none">- Inferring viewpoint</p> <p>Writing : <ul style="list-style-type: none">- Organizing ideas to develop an essay- Supporting an argument with examples- Using quotations and indirect speech- Constructing complex sentences</p> <p>Day 4 (6 hours) : <u>Chapter 10</u></p> <p>Impromptu : Listening for main ideas and details</p> <p>Speech : <ul style="list-style-type: none">- Review of note-taking skills- Taking draft notes</p> <p>Assessment : Grammar</p> <p><ul style="list-style-type: none">- Conditional tense: present or unspecified time- Perfect modal auxiliaries- Conditional tense: past time</p> <p>Reading : <ul style="list-style-type: none">- Finding important details- Understanding outlines</p> </div>		

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Writing

- Countering rejections
- Making an outline
- Using conditional tenses and transitions
- Writing concluding paragraphs
- Editing content and form

- Day 5 (6 hours)** :
- Impromptu Speech Assessment
 - Paragraph Writing Assessment
 - Essay Writing Assessment

REFERENCES :

Baker, L. R. et al. (2007). *Interactions 2: Integrated Skills Edition*. New York: McGraw-Hill

Hartmann, P. and Blass, L. (1999). *Quest: reading and Writing in the Academic World: Book 3*. Boston: McGraw-Hill.

Miller, J. L. and Cohen, R. F. (2001). *Reason to Write. Strategies for Success in Academic Writing: Low Intermediate*. Oxford: Oxford University Press.

Williams, J. and Evans, J. R. (2002). *Getting There: Tasks for Academic Writing*. Fort Worth: Harcourt.

Zukowsk, J. and Faust (2002). *Out of the Ordinary: Refining Academic Reading Skills*. UK: Thomson Learning.

Zukowsk, J. and Faust (2002). *Steps to Academic Reading: Steps and plateaus*. UK: Thomson Learning.

GRADING:

No.	Assessment	Number	% each	% total	Day
1.	Impromptu Speech (Individual)	1	10	10	4 & 5
2.	Listening Test (Individual)	1	15	15	3
4.	Note-making (Individual)	1	15	15	3
5.	Academic Paper (Pair)				
	- Paragraph	1	10	10	5
	- Essay	1	10	10	5
6.	Final Exam	1	40	40	
	Overall Total			100	